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ABSTRACT

The papers in this collection describe partnership programs and projects involving Kalamazoo Valley Community College (KVCC) in Michigan. The first paper, "The Arcadia Commons Partnership: The Community College and Economic Redevelopment," by Marilyn Schlack, describes the Arcadia Commons, a business-education park in downtown Kalamazoo, developed through the combined efforts of KVCC, area business and financial institutions, and the Kalamazoo Public Museum. The Commons houses numerous institutions including KVCC's downtown satellite center, the West Michigan Cancer Center, and the four-level New Museum. The second paper, "Partners in Workforce Development," by Helen McCauslin, describes KVCC's leadership role in three multi-partner coalitions: Education for Employment, the Southwest Michigan Coalition for Tech Prep, and the Kalamazoo Valley Partners for Quality. The third paper, "Partnerships in Internationalization: The Title VIa and Beacon Projects," by Theo Sypris, describes KVCC's involvement in a consortium of 15 community colleges in Michigan and Michigan State University, funded to design, establish, and operate a regionally based, globally focussed, "International Studies and Foreign Language Program Development Institute for Community Colleges." The final paper, "Partnerships Across the Disciplines. The Humanities, Science and Technology: Making Connections," by Robert Badra and Helen Palleschi, describes efforts to internationalize the curriculum at KVCC, involving faculty summer institutes and culminating with the establishment of a general education core course examining the relationship of the humanities to science and to technology. (PAA)

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American Association of Community College
1993 Annual Convention -- Portland, Ore.
April 28 to May 1

Practicing Community Leadership: Partnerships Are the Key to Success

Presented by

Kalamazoo Valley Community College

* * *

The Arcadia Commons Partnership:
The Community College and Economic Redevelopment
Comments by President Marilyn Schlack

Partners in Workforce Development
Comments by Helen McCauslin, Vice President for Academic Services

Partnerships in Internationalization
Comments by Theo Sypris, Director of International Studies

Partnerships Across the Disciplines
The Humanities, Science and Technology: Making Connections
Comments by KVCC Faculty Members Robert Badra and Helen Palleschi

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The Arcadia Commons Partnership: The Community College and Economic Redevelopment

The lifeline to a community's future is vision -- a positive, leader-initiated, shared and supported, creative vision of what can be.

Vision with no action ends up as an unfulfilled dream.

Action with no vision may satisfy today's needs, but there is no clue of what should be the appropriate destination.

Vision and action, working in tandem, secures one end of the community's lifeline in the rock-solid present and leads to an achievable future.

Arcadia Commons, which today is growing in the heart of Kalamazoo, Mich., into a $100 million, three-block testament to the benefits of partnerships, was actually two visions that evolved into a single thrust.

Yet visions can sometimes encounter fogginess that can lead to a stagnation of action, a questioning of values, and a challenge of one's beliefs.

It was at such a time in the contemporary history of Kalamazoo that Kalamazoo Valley Community College was willing to step forward with leadership, to assume a risk, and to put its collective neck and reputation on the line. . .because of its own true, clear vision.

Here's some pertinent background:

In 1959, the city of Kalamazoo made urban history when it

became the first municipality in the United States to rip up a major downtown street and install a permanent pedestrian shopping plaza. That foresight maintained the vitality of the central business district long after the arrival of suburban shopping malls.

But in the early 1980s, community leaders realized that it was time to build on the Kalamazoo Mall's still-solid foundation and prepare for the new millennium. They decided to uncover part of their past -- Arcadia Creek, a waterway which had once served pioneer settlers and had since gone subterranean -- and use it as a focal point of economic redevelopment to set the course for the future.

As downtown leaders raised funds, mapped financial strategies, assembled land, and brainstormed on development concepts, the second vision was unfolding.

In 1982, Kalamazoo Valley Community College tested the waters of growth by opening a satellite campus in downtown Kalamazoo in an attempt to better meet the employee training and retraining needs of business and industry. A second objective was to implement a different strategy in serving downtown residents who were striving to improve their skills in the workplace and to enhance their post-secondary education.

Within a comparatively short time, the college's 8,000 square feet of downtown space became cramped with basic academic classes and retraining sessions that were packed. The potential for growth was obvious. KVCC officials got to know just about every pigeon --

both alive and dead -- in the downtown in the search for more room. Although prospects were initially gloomy, two visions were about to cross paths as public and private interests began to merge.

However, the "pause button" had been pushed on the Arcadia Creek vision and that dream had begun to ebb away from becoming reality. At the instigation of the community college, informal discussions were launched in 1988 to explore the development of a business-education park, destined to be christened Arcadia Commons. Taking part were KVCC, First of American Bank Corporation, The Upjohn Company, and the Kalamazoo Public Museum. That helped revitalized the alliance of downtown and neighborhood leaders who wanted to formulate a plan to reorganize central-city development around an uncovered Arcadia Creek.

All of the parties formed Downtown Kalamazoo Incorporated (DKI). Working with the city of Kalamazoo, DKI's alliance secured a million-dollar federal grant to begin redeveloping the Arcadia Commons site. To boost the project, the city doubled the property tax on downtown businesses using a mechanism known as tax-increment financing (TIF). The additional revenues generated by TIF could only be used for Arcadia Commons public projects.

With business and industry, education, and local, state and federal governments all riding the partnership train, Arcadia Commons was taking shape. If there were any signs of waffling, KVCC took it upon itself to inject another dose of optimism and pushed the parties forward. Still looming as challenging hurdles were a clean bill of environmental health in the required

excavation of buildings and subsoils, a reconstruction of Arcadia Creek's storm-sewer capabilities, an architectural consensus on the Arcadia Commons buildings that would trumpet the project's success, and additional financial commitments.

The Upjohn Company, in March of 1990, came forward to take Arcadia Commons from pipedream to brick and mortar. The multinational pharmaceutical firm, headquartered in Kalamazoo, announced it would spend $18 million to renovate the downtown Kalamazoo Center, a 20-year-old convention-hotel-retail complex. Adjacent to the Arcadia Commons core, it has been refurbished into a five-star Radisson Plaza Hotel.

Other Arcadia Commons projects and partners include:

* First of America Bank Corporation, which is both utilizing an existing building on the National Historic Register and constructing a new facility that is architecturally compatible to serve as its Michigan corporate headquarters.

* Kalamazoo Valley Community College's downtown center, which will serve more than 5,000 students and complement programs on the 11,000-student main campus located 10 miles away in Texas Township. The new $7.2 million building, schedule for a fall 1994 opening, is a 50-50 split between college and state of Michigan funds.

* The West Michigan Cancer Center, a joint venture between Kalamazoo's two regional health-care providers -- Bronson Methodist Hospital and the Borgess Medical Center.

* The total rejuvenation of another historic building, which

for decades housed the Salvation Army, into new headquarters for a locally based financial-planning and investment firm.

* The total rehabilitation of the offices of the Visiting Nurse Association of Southwest Michigan.

* A new building for Michigan National Bank's Kalamazoo operations.

* A business incubator, jointly sponsored by the DKI, the city of Kalamazoo, the Kalamazoo County Chamber of Commerce, and the Creating Economic Opportunity (CEO) Council, which spearheads local economic-development initiatives. The site is another historic structure that was the home for a casket-building company.

What will serve as the capstone for Arcadia Commons is its latest addition -- The New Museum, a $20 million, four-level educational institution that will feature a Digistar Planetarium, an interactive hall, a Challenger Space Center for math and science education, and all kinds of hands-on exhibits that explore the science, culture and technology of Southwest Michigan as they relate to the rest of the world.

Since its inception in the late 19th Century, the Kalamazoo Public Museum was a function of the Kalamazoo School District, surviving on the school's tax base even though in recent years visitors came from throughout Southwest Michigan. After several community-based studies, the museum has come under the stewardship of Kalamazoo Valley Community College, whose voters in 10 school districts showed their approval by endorsing a .42-of-a-mill,

charter property tax to support museum operations in perpetuity.

A $20 million capital campaign was launched to build "The New Museum" as part of Arcadia Commons. Contributions from local and national foundations, corporate entities, service organizations and private citizens have raised $19 million, enough to begin construction in the fall of 1993. The fusion of a community college and a regional museum as educational institutions is an exciting prospect. More than metaphorical bridges will be built between the adjacent facilities in the coming years.

So, Arcadia Commons and the diverse partnership that spawned it continue to move ahead, ultimately, because it makes sense for many reasons. It:

* Prevents flooding by rebuilding and expanding the downtown storm-drainage system.

* Provides parking facilities to replace spaces lost to other project uses, and accommodates the new demand arising from the downtown development. A new parking ramp is being built on the north border of the Arcadia Commons site.

* Attracts students, visitors, shoppers, workers and tourists. The New Museum alone is expected to attract more than 300,000 visitors to downtown Kalamazoo annually.

* Removes structurally deficient, obsolete and dilapidated buildings that have had a blighting influence.

* Retains, restores and recycles historic buildings.

* Provides new and large open space, all tied to the creek's open water, for downtown festivals, concerts and other outdoor

recreational events. Public amenities along the waterway will include a major piece of public art, distinctive lighting, and wrought-iron furniture that will enhance the historic character of the commons.

* Serves as a catalyst for refurbishing the Kalamazoo Mall.

* By making the downtown more attractive, addresses the serious urban issues -- drugs, crime, homelessness. It does so by rebuilding the community from its core.

This overview of the Arcadia Commons partnership and the role of Kalamazoo Valley Community College in energizing the relationship generalized the process and brushed over some of the difficulties. But this can be said.

Arcadia Commons has taken risk. Arcadia Commons has taken patience. Arcadia Commons has involved conflict, difficult choices, and sacrifices. But the stakes of rebuilding the community are worth the gambles, the restless nights, and the determination to keep going.

Arcadia Commons is expected to spark future development immediately to its east and west in the downtown. Ultimately, it will be a spark for development throughout Kalamazoo County.

And, as far as Kalamazoo Valley Community College is concerned, it all began with a vision that sprang full-grown from a desire to better serve our students. The rest mushroomed from a willingness to live up to our name -- community.

Pioneering the Future.

The Arcadia Creek Project

We're Breaking New Ground in Downtown Kalamazoo!

Fueled by the same spirit of innovation and commitment which spurred the construction of the United States' first outdoor mall, downtown Kalamazoo retailers and investors are once again defining the cutting edge of economic development. This time the focus of their ambitions is Arcadia Creek, the lifeblood of Kalamazoo since its settlement in 1829.

As soon as Titus Bronson, founder of Kalamazoo, arrived in the area, he built a shanty on the banks of Arcadia Creek. He envisioned the stream and its surrounding lands as the heart of a new community, ripe for development.

Bronson was right. By the 1830s the Arcadia had become the central source of power for the city's downtown, fueling numerous millraces and other businesses. A post office, several doctors' and lawyers' practices, and the first stores in Kalamazoo all sprung up around the Creek. The Arcadia also powered the rapid expansion of Kalamazoo's manufacturing industry.

Today, the Creek which so inspired Titus Bronson continues to fuel downtown development. The Arcadia Creek Project began as a movement to beautify downtown by exposing parts of the Arcadia which had been buried over the previous 150 years. It has led to the investment of more than $90 million in public, private and corporate funds to revitalize the central business district through the creation of a downtown business/education park.

In addition to the 500,000 guests who will visit the Radisson Plaza Hotel at Kalamazoo Center and the 14,000 people who work in downtown Kalamazoo, more than 300,000 new visitors each year are expected to enjoy the Creek and its accompanying walkways on their way to the New Museum, Kalamazoo Valley Community College Downtown Campus, West Michigan Cancer Center, First of America corporate headquarters, and numerous other firms and organizations constructing and restoring buildings in the heart of downtown Kalamazoo.

Construction is well underway, with the majority of participants planning 1994 completion dates. Renovation of the Radisson Plaza Hotel at Kalamazoo Center is complete and the investment and planning firm of Scott, Doerschler, Messner and Gauntlett has already moved into its new offices. Other groups, including the Visiting Nurse Association, continue to join the project.

Like Titus Bronson, we're pioneering the future — and that future is now. We invite you to visit downtown Kalamazoo and catch a glimpse of it.

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The Radisson Plaza Hotel at Kalamazoo Center

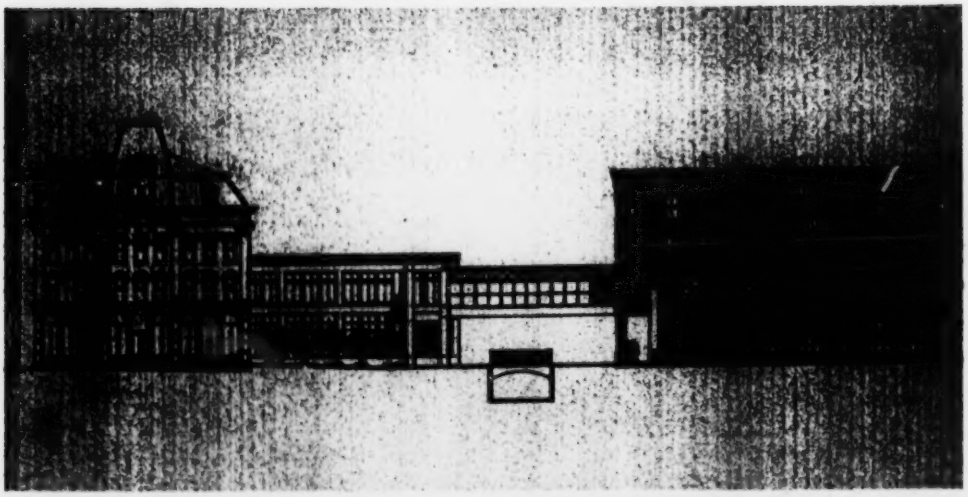
The name says it all. The Radisson Plaza Hotel at Kalamazoo Center has played a role that "centers" it in the Arcadia Project.

The property's owner, Kalamazoo Center Holdings, Inc., a wholly-owned subsidiary of the Upjohn Company, was the first of the Arcadia Partners to complete its project. The Radisson Plaza Hotel at Kalamazoo Center serves as the linchpin for downtown Kalamazoo's revitalization. The company's purchase of the hotel and its $17.1 million renovation serves as a continuing example of Upjohn's commitment to the core community. This property's affiliation with Radisson Hotels International, Inc. guarantees service and clientele of the highest calibre.

Located at the entrance to Arcadia Commons, across from the KVCC site, the Radisson Plaza Hotel claims 281 newly decorated rooms and suites, 35,000 square feet of meeting and exhibition space, restaurants for both casual and fine dining, and a fully equipped corporate health club. Its ground-level retail court features a select group of shops and services highlighted by their uniqueness and commitment to quality and service.

In addition to pedestrian traffic that is generated by downtown employees and visitors to its office and retail tenants, more than 500,000 guests are expected to visit the Radisson in 1993.

First of America Corporate Offices



First of America Corporation has invested $10 million in the construction of a new 50,000 square foot office building and the renovation of the historic Lawrence and Chapin buildings, located on the northwest corner of Rose and Water Streets.

The Lawrence and Chapin buildings, circa 1872, are on the National Register of Historic Buildings. Over the last several months, construction crews have been painstakingly working to restore them in accordance with local, state and federal historical requirements.

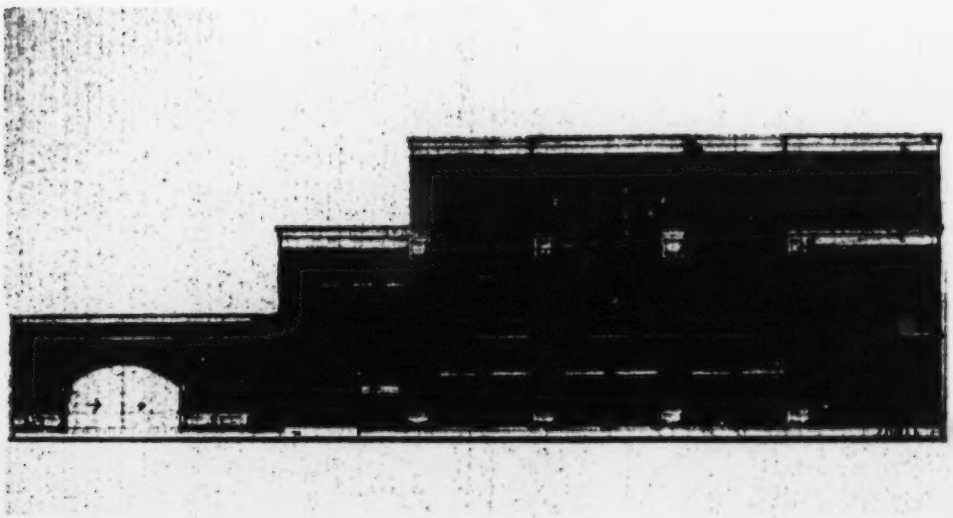
To expose more of their Victorian-era facade, part of the Water Street parking deck, which nearly touches the future office complex, will be cut away. Crews will then re-face the ramp in a style more in keeping with its historic surroundings.

Employees and visitors to the First of America project will enjoy a scenic view of Arcadia Creek below as they cross an elevated walkway from the Lawrence and Chapin buildings to the newly-constructed north building. The addition, designed to complement the architectural character of the other buildings, will round out First of America's project.

The 116,000 square foot complex will open in January, 1994. First of America expects to house approximately 533 workers in the new offices by 1996.

FIRST OF AMERICA

West Michigan Cancer Center

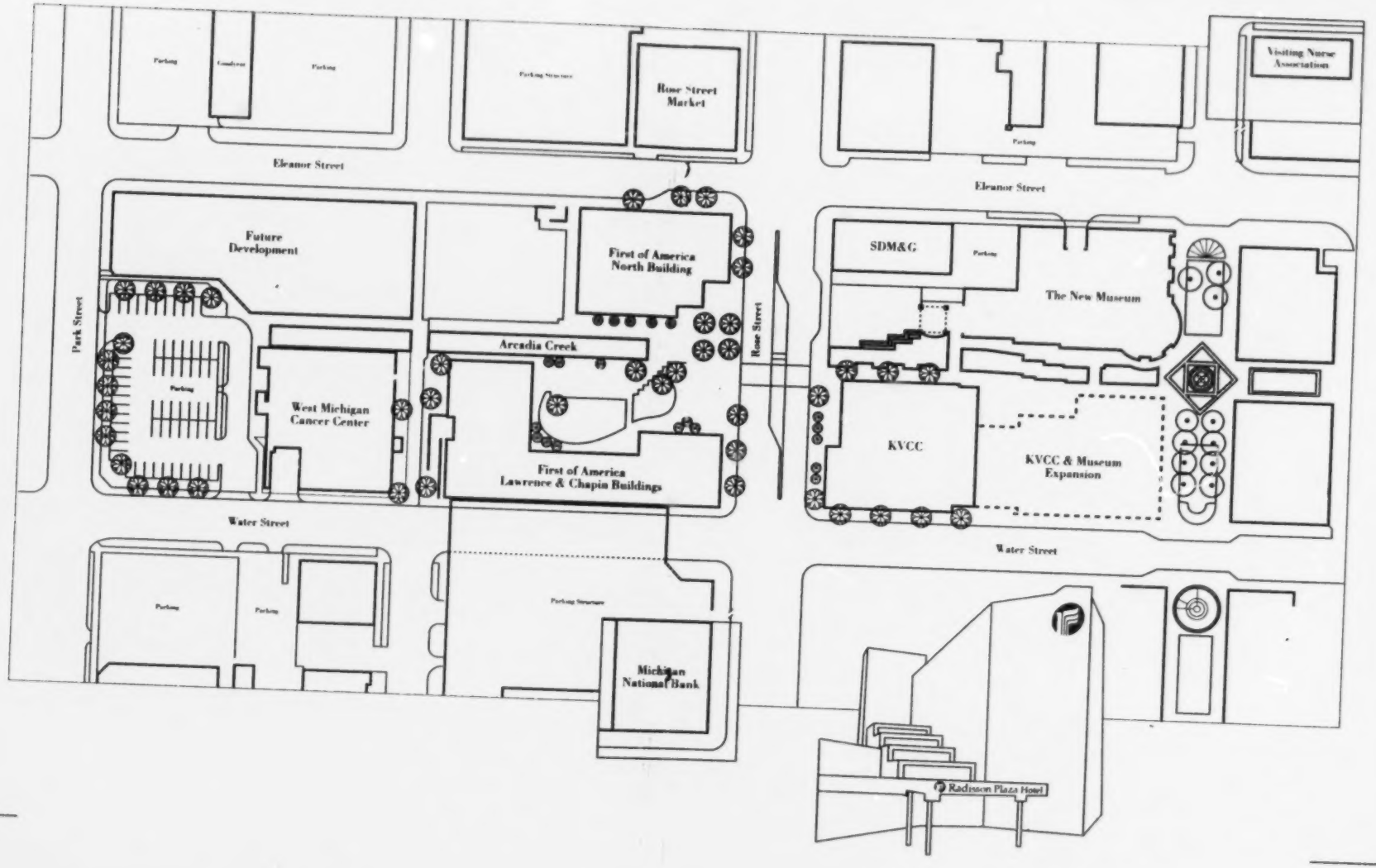


Directly west of the First of America project, construction of a comprehensive cancer treatment facility is underway. The West Michigan Cancer Center, a $15 million cooperative venture between Borgess Medical Center and Bronson Methodist Hospital, will combine chemotherapy and radiation oncology services in one location.

The West Michigan Cancer Center will be the most advanced comprehensive cancer treatment facility in the area, featuring such state-of-the-art medical technology as two high-energy linear accelerators, a simulator and computerized treatment planning. Oncology physicians, nurses and health care professionals will provide expert cancer treatment.

In addition to superior equipment and medical expertise, the Center will also offer patients and their families a variety of support and counseling services, all in a relaxed, home-like atmosphere.

After its opening in Spring of 1994, the Center's patients are expected to make more than 60,000 visits each year, most accompanied by a friend or family member.


Parking
Parking
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Rose Street Market
Visiting Nurse Association
Eleanor Street
Eleanor Street
Future Development
First of America North Building
SDM&G
Parking
The New Museum
Park Street
Arcadia Creek
Rose Street
West Michigan Cancer Center
KVCC
KVCC & Museum Expansion
First of America Lawrence & Chapin Buildings
Water Street
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Michigan National Bank
Radisson Plaza Hotel

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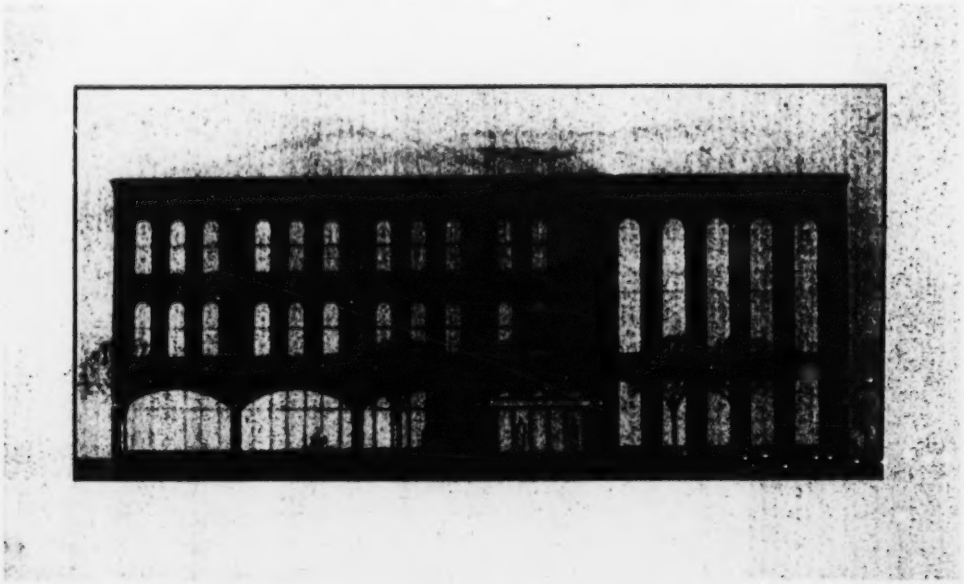
Kalamazoo Valley Community College Downtown Campus



Across the street from the First of America Project, Kalamazoo Valley Community College has broken ground on a 55,000 square foot, three story classroom building. The new building will replace the college's overburdened South Street location as KVCC's downtown campus facility.

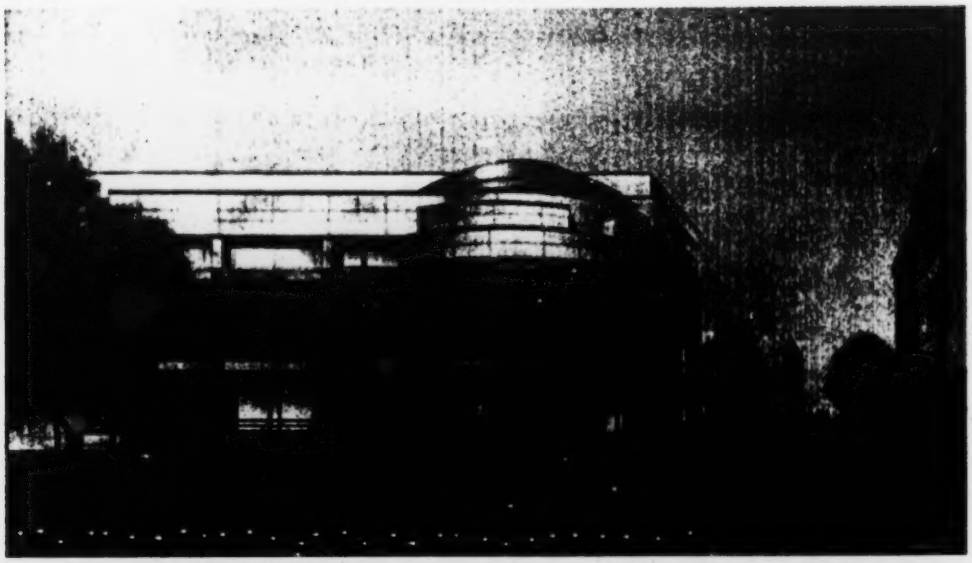
The Downtown Campus dedicates itself to downtown employers/employees through business training and retraining, and continuing education programs. Its central location offers those who live in the downtown area convenient access to education services.

The new $7.1 million classroom site will allow for expansion of these programs as well as the addition of others such as business, accounting, and management. Liberal arts courses will also be offered. Slated to open for Fall 1994 classes, the Center will enroll 3,000-4,000 students, a number expected to increase to 6,000.*

**KVCC boasts a stable student base with an average age of 29-30, 54 percent of whom are female. Students come from a wide variety of economic backgrounds and many of them work downtown, attending classes in the evenings.*

KALAMAZOO VALLEY COMMUNITY COLLEGE

The New Museum



State-of-the-art adventure is what visitors to the New Museum will find when it opens in 1995. The four story, $20 million structure will thrill young and old alike with its high-tech approach to learning. Designed as a participatory museum of history and technology, the New Museum will offer 200,000 visitors per year a full palette of educational programs and exhibits.

Instead of viewing constellations from earth, visitors to the space-based Digistar Planetarium will tour the universe in *Star Trek*-like fashion.

A 150-seat interactive lecture hall will allow the audience to participate in presentations or lectures through direct responses made from control panels at their seats. Interactive films will orient visitors to Southwest Michigan and the New Museum and its exhibits.

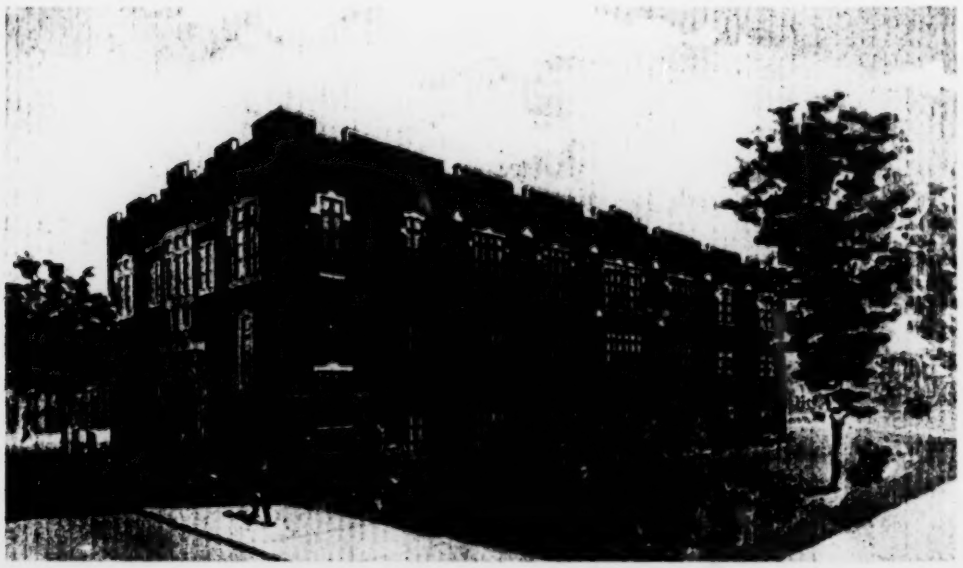
In addition to sharing programs with the KVCC Downtown Campus, the New Museum will be strongly linked to K-12 systems in 5 counties. Students from these schools will especially enjoy the Challenger Space Center. One of only 12 in the country, the Space Center will train up to 40 people at a time to perform space missions at an on-site mission control center and space capsule.

20,000 square feet of permanent and short-term exhibit space will round out the Museum's amenities.

THE NEW MUSEUM

BE A PART OF IT...

Scott, Doerschler, Messner & Gauntlett



The insurance and investment firm of Scott, Doerschler, Messner & Gauntlett has relocated to its new headquarters on the corner of Rose and Eleanor Streets. The move follows a $1.2 million renovation of the former Salvation Army Building, located just north of what will soon be KVCC's Downtown Campus.

During the project, designers and builders worked to preserve the building's historic art-deco character. The interior was enhanced by such details as maple trim, custom cabinetry and marble window sills. New windows and a completely reconstructed south wall give testimony to the careful attention devoted to the exterior of the building as well.

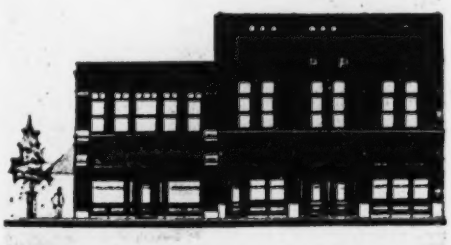
The newly-restored facility has three stories. The top two floors provide over 10,000 square feet of expanded work space for SDM&G's 20 employees. Parish Associates, another financial services firm, occupies the first floor.

SDMG

Arcadia Creek Project Expands.

The Arcadia Creek Project continues to expand. Building upon the vision of the founding Arcadia Partners, other groups have committed themselves to downtown Kalamazoo through restoration and construction projects that extend the Arcadia Project's beautification program to the rest of the city.

Visiting Nurse Association



A $1.2 million capital improvement fund raising campaign conducted by the Visiting Nurse Association (VNA) is currently in progress. The Association, which provides home health services to patients in a seven county area, plans to renovate the 100-year-old building it currently occupies on the corner of Burdick and Kalamazoo Avenue, just north of the New Museum site. Rather than moving out of downtown to a new building, the VNA has chosen to support the Arcadia Project while at the same time maintaining its location near the majority of the patients it serves.

The project, scheduled to take place during the summer of 1993, will involve remodeling of interior space to accommodate a rapidly growing staff (currently over 300), and extensive renovation of the building's exterior to repair deterioration and restore the historic design of its original construction.

Michigan National Bank

Michigan National Bank (MNB) has begun construction of a new 8,700 square foot bank office facility, to be located on the northwest corner of Michigan Avenue and Rose Street. The two-story brick building, which will become MNB's main Kalamazoo branch, was designed to echo the architectural style of the Arcadia Creek Project as well as to foster further economic expansion in the downtown area.

After its August, 1993 completion, the new building will house the offices of the city president. Twenty employees will provide full financial services including retail, commercial and private banking, and residential mortgages. Off-street parking and automatic teller facilities will complete Michigan National Bank's full slate of banking services.

Michigan National Bank is the principal subsidiary of Michigan National Corporation, with assets of $10.5 billion. It serves approximately 10,000 individuals and businesses in the Kalamazoo area.

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Partners in Workforce Development

Whatever you can do, I can do better
I can do anything better than you

Those lyrics might be the right tune on the baseball field and in the business world, but in the public arena they might be counterproductive and promote inefficiency.

Especially in this era of scarce resources when public agencies such as educational institutions may have the go-it-alone tendency to duplicate services in the name of competition.

In Kalamazoo County and Southwest Michigan, the lesson learned is that strength amasses through cooperation. This strength emanated from top education and business leaders who had the courage to face squarely their future and question the innate purposes of their institutions:

QUESTION: What do students and customers have in common?

ANSWER: They should both come first.

From that commitment in the second half of the 1980s sprang three multi-partner coalitions aimed at giving first-class treatment to students, customers, and eventually to the community and its economic vitality.

The three programs in which Kalamazoo Valley Community College (KVCC) played leadership roles are: **Education for Employment** (EFE), the **Southwest Michigan Coalition for Tech Prep**, and the **Kalamazoo Valley Partners for Quality**.

Education for Employment

The genesis for the EFE partnership partly evolved from concerns among K-12 schools about duplicating expensive vocational programs that attracted small enrollments. At the same time, leaders in business and industry were saying that too many students were coming out of schools without the skills, abilities, traits and knowledge to make proficient workers and to succeed in society.

Working with the Kalamazoo Valley Intermediate School District (KVISD) and its nine constituent public school districts, KVCC helped mobilize education, business and industry into a consortium to prepare K-14 students for the world of work.

EFE, which is being researched by the U.S. Department of Labor as a model school-to-work program, begins at the elementary-school level where students are exposed to work-habit skills such as responsibility, dependability, positive attitude, following directions and safety procedures.

As they enter the middle school, students are introduced to technology education. They are given insights into technology, its evolution, utilization, significance and impact on society. Students working in groups take part in hands-on, problem-solving activities.

In addition to gaining an overview of technology education, middle-school students participate in career-exploration activities. Career-cluster approaches are designed to give students very practical, hands-on exposures to several job fields, such as marketing, law enforcement, child care, health occupations,

graphic arts, hotel and hospitality, construction trades, secretarial and clerical, accounting/computing, welding, agriculture, auto mechanics, manufacturing, business and data processing, machine tool, commercial design, electro-mechanical technology, and drafting.

This exposure helps identify their interests and aptitudes, and encourages them to begin making appropriate choices for their high school curriculum. The career-cluster and career-awareness components culminate with a visit to a Career Day on the KVCC campus.

As students leave the middle school and embark on the last phase of their K-12 education, they are introduced to Tech Prep, a six-year, technical-training program that begins in the ninth grade and ends after two years at KVCC.

"Tech Prep: 4 + 2 = Success" is designed for all secondary students who want to begin work in a technical field or who want to use Tech Prep experience to prepare for more intensive education.

In Tech Prep, a mentorship is added to continue the career-awareness emphasis and help students narrow their focus on a career track. After choosing a career interest, sophomores are matched to a mentor in business/industry for an informational visit for a job-shadowing experience.

By the 10th grade, students can enroll in a vocational-technical curriculum and can take courses in one of 22 programs offered countywide:

Health and Human Services -- cardio-respiratory care, dental

hygiene, fire science, law enforcement, nursing and medical assistant technology;

Industrial Technology -- automotive, chemical technology, design and general drafting, electrical technology, electronics, environmental control and service, machine tool, mechanical engineering, plastics technology, technical communications and art, and welding, cutting and fabrication;

Business -- accounting, business administration, data processing (operations and programming), marketing, administrative secretary, and legal and medical secretary.

These programs -- mostly two years in duration -- are offered both within the school setting and in the business/industry community. The second year may include an apprenticeship, cooperative education or an internship experience.

Students enrolling in EFE vocational-technical programs additionally learn employability skills and basic academics as an integral part of the curriculum. These vocational-technical students are expected to accomplish specific job-related tasks, are required to take a competency test at the completion of each year, and must earn a passport listing their acquired skills after successfully completing program requirements.

In addition to hosting the Career Day, KVCC houses EFE's Guidance/Assessment/Placement (GAP) Center where vocational-technical students can further explore career interests and aptitudes, and can take advantage of a computerized, countywide job-placement service.

EPE is also extended to students enrolled in adult and community-education programs throughout Kalamazoo County, and includes an emphasis on gender equity to ease the path of students who are interested in careers not traditionally filled by members of their sex.

Southwest Michigan Coalition for Tech Prep

A belief in strength through numbers and in collaboration instead of competition generated this effort to increase the awareness and effectiveness of Tech Prep programs in this part of Michigan.

The 14-member alliance included KVCC and its sister community colleges of Glen Oaks, Kellogg, Lake Michigan and Southwestern Michigan. Representing K-12 interests were KVISD and intermediate school districts serving Allegan, Barry, Berrien, Branch, Calhoun, Cass, St. Joseph and Van Buren counties.

Meeting under the auspices of KVCC in Kalamazoo, the coalition was energized after hearing presentations from Dale Parnell, a commissioner for Oregon Community College Services, Robert Schiller, Michigan's superintendent of public instruction, and other leading voices in the Tech Prep movement.

The coalition organized to share members' knowledge and energy at monthly planning sessions, and to improve the effectiveness of Tech Prep programs. To accomplish this, the members pledged:

(1) To share what each learns as Tech Prep programs are implemented and developed in each's area.

(2) To jointly seek ways to involve business, industry and

labor in developing and implementing Tech Prep programs.

(3) To designate at least 5 percent of the alliance's Tech Prep grants for cooperative coalition activities, especially those in curriculum and professional development.

The community colleges also pledged to work out articulation agreements in occupational/vocational programs to facilitate the transition from high school to post-secondary education, and to ease the shift from one community college to another in the pursuit of technical training.

Kalamazoo Valley Partners for Quality

The marketplace has gone global.

To position Southwest Michigan enterprises to compete on that scale, all segments of the community -- K-12 and higher education, business, industry, the human services, government, labor and management -- needed to collaborate on long-range economic-development strategies.

One of those strategies is to provide a quality workforce -- employees who are dependable, enthusiastic, honest, drug-free, upbeat, adaptable, trustworthy, aware of community and the times, and who approach their jobs as problem-solvers, not problem-causers.

Education and business needed to join forces in teaching not only the state-of-the-art technical and quality-control skills now required in the constantly changing workplace, but human-relations and communications skills as well to improve worker efficiency, productivity and morale.

The need for retraining moved up the ladder of priorities with the front-page news in early 1993 that General Motors, the Kalamazoo community's second-largest employer with a workforce of 3,500, will be shutting down its Buick-Oldsmobile-Cadillac stamping plant in mid-1995.

National vendors that do business with Kalamazoo area enterprises are demanding -- in the name of their own global competitiveness -- that the local entities follow their lead in implementing such tactics as Total Quality Management and in adopting international standards. To keep these local businesses competitive and this region's economy strong and vital, their workers need retraining in these techniques.

The community's training/retraining function had to be more firmly organized, be expanded in scope, and become proactive in its approach. By contacting companies in advance to identify their on-the-horizon training needs, it may be possible to head off future GM-like situations before the trauma of an immense, negative economic impact.

To insure that the region's economic vitality was not being sapped by a poor-quality workforce, the major institutions and organizations charged with this responsibility formed a non-profit alliance.

They pursued an agreement based on three objectives:

(1) To better meet the training and retraining needs of existing and new businesses.

(2) To help promote economic development through this

function.

(3) To give public and private organizations a mechanism for investing in the community's overall training needs, which can then be met in a synchronized, coordinated fashion instead of being crisis-oriented.

The workforce-development consortium formalized with the signing of an agreement on Sept. 15, 1992. The pact will be effective through September of 1997. Through a single contact, Southwest Michigan entrepreneurs and economic developers can be in touch with the spectrum of the community's training resources. It amounts to one-stop shopping for quickly and effectively retooling the workforce.

The partnership's training providers -- WESTERN MICHIGAN UNIVERSITY (enrollment -- 25,600)), KALAMAZOO VALLEY COMMUNITY COLLEGE (enrollment -- 11,500), KALAMAZOO COLLEGE (enrollment -- 1,200) and its STRYKER MANAGEMENT CENTER, DAVENPORT COLLEGE (enrollment -- 1,500), and KALAMAZOO VALLEY INTERMEDIATE SCHOOL DISTRICT (11 K-12 school systems with a combined enrollment of nearly 40,000 students) -- joined forces with the Kalamazoo County Chamber of Commerce and the CEO (Creating Economic Opportunity) Council, a newly restructured, broad-based, economic-development initiative formed to maintain the community's job base and to spur growth in employment opportunities.

The resulting alliance, endorsed by local governments, seeks to foster economic-development efforts by improving the quality and adaptability of the workforce. Members of the Kalamazoo Valley

Partners for Quality can utilize any of their collective institutes and programs as training/retraining resources.

By working together to provide a central resource for the economic-development efforts of the CEO Council and local/state agencies, the Kalamazoo Valley Partners for Quality will position the community to respond to training requests without delay.

During the formative period, Kalamazoo Valley Community College's Downtown Center (in the city of Kalamazoo) was chosen by the alliance members to serve as the coordinating agency.

One of the consortium's initial services was to assess the immediate training needs of companies that want to cope with the 21st Century market, either on their own or as a goods-and-services provider for multi-national corporations facing stiffer competition. The frequent consensus was that training was needed in the quality processes, in management techniques, in technical skills, and in areas of human relations and communications.

The consortium membership divided into three groups to pursue the partnership's objectives. Each group has a specific function:

* To respond to training requests.
* To determine the allocation of training funds that are received.
* To coordinate and implement a marketing campaign.

According to the partnership contract, when requests for training are received, the partners (by simple majority) decide whether the response will be as a joint venture on behalf of the entire consortium or as individual proposals from each partner

interested in conducting the training. In every case, the company will pick the training provider. Requests for training funds are handled similarly.

With the Kalamazoo Valley Community College Foundation acting as the consortium's fiscal agent during the inaugural year, the Kalamazoo Valley Partners for Quality entered statewide competition for employee-retraining funds under the Adult Education Alternative Training Grant Program through the Michigan Department of Education.

The request for $284,238 was approved, allowing the consortium to address the training needs of 1,368 employees at four area industries -- James River Corp., ABEX-NWL Aerospace Co., Kalamazoo Stamping & Die Co., and MARO Inc.

James Rivers is planning a $3-million investment to upgrade its manufacturing of specialty papers used in wrapping food products. The investment will save a minimum of 130 jobs at one of James Rivers' Kalamazoo-area plants and provide employment opportunities for nearly 300 when fully operative.

To make the operation as competitive as possible in a global market, James River will form eight high-performance, team-management work groups. Their members will be exposed to technical training on 56 pieces of sophisticated manufacturing equipment, to interpersonal and social training, and to administrative-organizational training.

By illustrating that this kind of team-building approach can produce quality products in the most efficient, effective and safe

manner in Michigan, the Kalamazoo Valley Partners for Quality is confident that the corporation's future plans for expansion will include its Kalamazoo County holdings.

ABEX, Kalamazoo Stamping & Die, and MARO are local suppliers to such national vendors as General Motors, Ford, General Dynamics and Boeing. They must react to workforce developments taking place at those global concerns. To meet the increasing competition, these worldwide corporations are shifting their business approaches to take advantage of Total Quality Management, Statistical Process Control, cross-training in a variety of disciplines, and self-directed work teams that synchronize and coordinate the manufacturing process.

While helping to strengthen their own economic positions locally, the retraining of employees at these three feeder industries will also assist the nation's major manufacturers in retaining their competitive positions around the world.

The consortium submitted a proposal for a second round of funding to assist five other local companies in this kind of retraining and to help them meet international standards for product quality. It, too, was approved.

The five-year agreement calls for consortium leadership and coordinating responsibilities to shift yearly among its members. While they are committed to sharing the underwriting of the collaboration's costs, its effectiveness will be increased through an administrative structure that is well-defined.

As stated earlier, the community's training/retraining

function will be more firmly established, expanded in scope, and be proactive in nature. Funds are being sought for a project director and sufficient clerical assistance to accomplish this over the next four years as the community reacts to the loss of the 3,500 General Motors jobs and the ripple effect from that impact.

The need for a more structured, anticipatory and organized mechanism came into focus with the GM announcement. A special task force of business and civic leaders has forged a community response to soften the impact of the plant shutdown and job losses on the local economy.

One of five subgroups formed by the Community Economic Response Team (CERT) has been assigned the training and retraining of the displaced workers. That ball is now in the court of the Kalamazoo Valley Partners for Quality, which is including the Michigan Employment Security Commission, the United Auto Workers, and the Michigan State University Cooperative Extension Service in the response process. The affected GM workers will be surveyed to determine their needs in the transition, to explain to them the training resources available in the community, and to offer instructions in such basics as resume writing, job seeking and entrepreneurship.

By contacting companies in advance to identify their training needs, it may be possible to head off future GM-like situations.

A training/retraining consortium that merges a community's educational and economic-development missions offers a model that can be easily adopted in other regions. When it adds the feature

of a proactive strategy that could prevent plant shutdowns, it should be replicated.

Partnerships in Internationalization:
The Title VIa and Beacon Projects

Adding global dimensions to undergraduate academic programs and bringing knowledge of the world into local education is no longer a wise option or a creative innovation. For higher education, it has become a necessity.

Institutions of higher education and K-12 school systems are facing heavy demands and pressure from business, government and the community. They are under fire to produce students who have the necessary global awareness, knowledge and skills to function in a shrinking world community that is becoming increasingly connected, interactive and interdependent.

On the other side of the education equation, students are calling for a fundamental grasp of the key forces and elements at work in a global system. They realize that this awareness should touch all disciplines in the college community. Faculty and curriculum organizers have reached the same conclusion. If students are to function competently in a demanding international environment, they must know the territory.

There is growing demand for "non-traditional" foreign languages and for world awareness as a means for effective cross-cultural communications and for fuller comprehension of other societies. In order for us to understand what makes us so different, it is important to understand what makes us the same.

Teachers across the country are exploring interdisciplinary blendings. Making connections across disciplines and searching for

an integrated core curriculum, they pursue infusion models and methods for teaching culturally based foreign languages. It's important to bring all of these regional efforts under one umbrella so that effective programs can be replicated and non-successful methods can be winnowed.

In Michigan, a strong web of relationships exists between community colleges regarding international education. There is a need to strengthen that web by sharing more resources and by extending its scope to include community colleges in neighboring states.

Kalamazoo Valley Community College created a consortium for international studies and foreign languages among 15 Michigan community colleges by building upon past and ongoing cooperative ventures with Michigan State University and the University of Hawaii.

This consortium was formed to design, establish and operate a regionally based, globally focused "International Studies and Foreign Language Program Development Institute for Community Colleges." It will eventually assist 21 other two-year post-secondary schools in the Midwest over a three-year period.

These colleges in Illinois, Indiana, Ohio, Wisconsin and Michigan will be selected on the basis of their interest and commitment in establishing or expanding their international studies and foreign-language curricula on their campuses.

Kalamazoo Valley Community College received a three-year, $250,728 Title VIa grant from the U.S. Department of Education to

lead the effort in establishing the Midwest consortium, and to plan, establish and operate the three-phase institute.

The assistance will partially fund the work of teams of faculty and administrators from the 15 Michigan community colleges and from MSU in forming the consortium, organizing the institute, and beginning operations. The grant will also partially finance the efforts of 126 faculty and administrators from the 21 selected midwestern community colleges who will come to the KVCC campus to plan, develop and launch approaches for internationalizing the curricula at their home colleges.

Another objective for the selectees will be to develop a strategic plan for starting programs in international studies and foreign languages, if such documents are lacking at their institutions.

The institute-building consortium will focus on: (1) curriculum development; (2) teaching strategies; (3) creating courses in international studies and foreign languages; (4) revising existing courses by infusing global components and modules; (5) finding innovative ways to select forms of international education and integrate them into mainstream learning; and (6) building a cross-institutional network that will nourish the study of foreign languages and global issues.

KVCC's faculty and the nearly 11,000 students they reach each semester have benefitted tremendously by having their horizons stretched. This project seeks to extend that global awareness to hundreds of thousands of others enrolled in two-year colleges

throughout the Midwest.

Leaders in education, government and business have repeatedly called for improved international, transcultural and global awareness among the American population in the name of national progress, world leadership and individual achievement. Many of the participants in this project took advantage of the support coming from those leaders to begin working toward these objectives as early as the late 1970s.

In the mid-1980s, Kalamazoo Valley Community College added the integration of international education into the college mainstream as a key component of its core general-education mission. This thrust was recommended by faculty and administrators, and heartily endorsed by the KVCC Board of Trustees.

The college's 54-member International Studies Group continues to develop international-curriculum materials and to support a broad variety of activities with global dimensions in 26 academic and vocational disciplines.

The group's track record so far is the infusion of 47 international modules into 29 courses, the development or revision of 22 international courses, and the establishment of 24 foreign-language courses in French, Russian, German and Spanish. The college is also exploring strategies to offer instructions in Chinese and Japanese.

In addition, KVCC students can enroll in courses in international studies and foreign languages at Western Michigan University, Kalamazoo College and Davenport College through an

exchange program orchestrated by the Kalamazoo Consortium of Higher Education, an organization of college presidents.

The college's International Studies Program currently has more than 150 enrollees pursuing either an associate of arts degree or a one-year certificate in international studies. KVCC's Business Division is also offering an associate of arts degree in international marketing.

The KVCC family of students, faculty, staff and administrators has used this base to organize and participate in a spectrum of international and transcultural activities involving colleagues from colleges and high schools in the region, local business leaders, and citizens in the community with global experience.

Conferences, workshops, colloquia, clinics and lectures on international studies have featured KVCC representatives as both attendees and as presenters. Visits to nations on all five continents have added to the faculty's expertise on the wealth and diversity of international resources and facilities.

The college's commitment to international studies and foreign languages has been reflected by a considerable allocation of human, monetary and material resources to assist four related projects that received external funding:

(a) A two-year U.S. Department of Education grant (1989-91) under Title VIa that supported major curriculum-development efforts, professional growth, and international activities.

(b) A two-year grant (1990-92), awarded by the W. K.

Kellogg Foundation and the American Association of Community Colleges (AACC), to work with the University of Hawaii in adding a Pacific Rim awareness to KVCC courses.

(c) Being designated as a Beacon College under another two-year Kellogg-AACC grant (1991-93) to form and lead a regional consortium of eight community colleges. The objectives were to build their international programs, revise curricula, jointly sponsor events with a global focus, and to share resources.

(d) A U.S. Department of Education Title VIb grant (1991-92) for a collaborative curriculum project in international business and economics with the Michigan State University (MSU) Center for International Business Education.

These four externally funded projects have allowed KVCC to map a five-year plan for integrating aspects of international education throughout the college's programs. This three-phase strategy involves:

(1) Globalizing the General Studies Division and establishing the KVCC International Studies Program.

(2) Globalizing two more college divisions -- Health and Sciences, and Business.

(3) Internationalizing the Technical Division.

KVCC and MSU have structured a close and effective relationship in international education among faculty colleagues who are working together under the auspices of the Center for

Advanced Studies in International Development (CASID) on the East Lansing campus and the university's International Business Centers.

As part of the three-phase institute, MSU will be instrumental in planning "mini-seminars" on topical international and global issues at each participating college during the academic year. Invited to these one-day or half-day sessions will be faculty, students and community residents from host and neighboring colleges. These programs will enhance international awareness in the campus community and foster support for the continued globalization of curricula.

Community college faculty will also be invited to visit the MSU campus for one- or two-day consultancies with university colleagues who have expertise in the curricula they are revising or creating on their home campuses. This will also provide an opportunity to tap into MSU's immense and varied global resources.

MSU's stable of "cultural consultants" annually includes more than 2,500 international students and visiting scholars. MSU has an ongoing "training" program to help them work with both K-12 and post-secondary students throughout Michigan's Lower Peninsula. These "emissaries" will be brought to the campuses of the participating community colleges to assist in "authenticating" a wide variety of courses.

Joining KVCC and MSU in this institute-forming consortium are Delta College, Glen Oaks Community College, Gogebic Community College, Grand Rapids Community College, Highland Park Community

College, Jackson Community College, Lansing Community College, Macomb Community College, Mott Community College, North Central Michigan College, Northwestern Michigan College, Oakland Community College, St. Clair County Community College and Wayne County Community College.

The consortial colleges, individually or jointly, continue to undertake many study/work-abroad programs for students and faculty around the world, especially during the summer. Joint efforts in Mexico, Venezuela, Japan, India, Kenya, Spain, France and Great Britain have proven very successful.

Over the years, Michigan community colleges have benefitted in attending or co-sponsoring a bounty of transcultural/international activities such as lecture series, colloquia, workshops, visiting scholars, campus festivals, rotating speaker bureaus, mini-seminars and roundtable discussions.

Michigan's two-year colleges also undertake, either jointly or collectively, overseas exchanges with higher-education institutions in other nations. A number of "sister college" links has emerged. Such relationships allow these colleges to provide unique international and foreign-language training to employees at local businesses and to teachers at all levels of education.

Michigan's community colleges are a powerful agent for positive, beneficial change and for training citizens for an interdependent world. As illustrated by this project, Kalamazoo Valley Community College has been at the forefront in expanding these efforts and, more important, to extend the opportunity to

other colleges to pursue similar endeavors.

While the agenda for international education is demanding, the rewards are fruitful. To harvest the maximum benefits, collaborative ventures in funding, expertise and experience are wise strategies. Institutions of higher education working cooperatively in a region can maximize the impact of these efforts on their students and staff.

These projects reflect the value of having a coordinated agenda and signify a consensus among the participants for reaching objectives in international studies and foreign languages. Yet, there is also enough flexibility to tailor strategies and methods to fit the needs, resources and environment for each institution.

Partnerships Across the Disciplines:
Making Connections in the
Humanities, Science and Technology

> **What's beautiful in science is the same thing that's beautiful in Beethoven. There's a fog of events and suddenly you see a connection. It connects things that were always in you that were never put together before.**
>
> **-- Physicist Victor Weisskopf**

A serious conversation is long overdue between the humanities and science, and between the humanities and technology.

We live in a world in which complex scientific and technical problems are inextricably entwined with social, ethical and aesthetic elements.

Vartan Gregorian, president of Brown University, once told journalist Bill Moyers that teaching has two fundamental challenges -- to provide a base of knowledge, and to provide connections between subjects and between disciplines.

Commented one "connection maker," Carroll W. Pursell Jr. of Case Western Reserve University: "Technology is a humanistic activity, a defining form of human behavior." He urged the teaching profession to reclaim technology for the humanities.

A new spirit of learning is needed, one in which the humanities and science, the humanities and technology, communicate each's understanding of the world knowledgeably with one another.

The need for this communication was driven home at Kalamazoo Valley Community College in 1988 when 11 members from a team of

humanities, science and technology faculty taught a customized class based on James Burke's classic PBS series, "Connections," to Honors College students. It soon became clear how little each understood and appreciated the others' fields and perspectives, and how this often led to fragmentation in the entire teaching enterprise. There was no dialogue to link relationships.

If the faculty found it difficult to make connections, how could the students be expected to do so?

The participating humanities, science and technology faculty were in agreement on one thing -- KVCC students needed patterns, models and examples of the interconnectedness of knowledge and its cultural impacts.

It became obvious that we needed a core course as a general-education requirement, that the James Burke version was not the model we needed, and -- even if we designed such a course -- was the faculty ready to teach it? We had to educate ourselves before we could offer the making of connections to the students.

Several attended an "Advancing the Humanities" conference in Washington in 1989 and began to formulate a five-year plan. The objective was to advance the humanities at KVCC by making connections with science and technology through faculty dialogue and through the creation of a core course as the vehicle for that kind of dialogue among students.

The concept passed muster with the National Endowment for the Humanities, which approved a two-year grant for nearly $180,000 to cover activities from April of 1991 through March 31, 1993.

In anticipation of that funding and the programs it would support, 20 faculty members (nine from the humanities, seven from technical areas, and four representing the sciences) organized a study group for the 1989-90 academic year.

In anticipation of the future NEH-supported seminars with visiting scholars, group members read and discussed Goethe's "Faust," "Disturbing the Universe" by Freeman Dyson, "The Two Cultures and a Second Look" by C. P. Snow, and Daniel Boorstin's "The Americans: The Democratic Experience."

In "Faust," the common human attribute of always striving was embodied in a medieval scientist whose longings were satisfied in a grand engineering project, causing him to lose simultaneously his wager and his soul, but ultimately to redeem himself. Dyson, a modern version of Faust, sought to redeem himself -- with readers serving as his contemporary judge, jury and God -- by claiming his lifelong fascination with arms was offset by its purpose, to oppose corrupt political systems. C. P. Snow showed the group the limitations of thinking compartmentally, that the Dysons needed to communicate with the Fausts of the world.

The potential for this connection-making in an idealistic society is possible in America. Boorstin's book provided an historical context to discuss thorny issues. The group stretched its intellectual muscles and found how vital is the exercise. Individuals may have read these books on their own and kept their connections to themselves. Together, they challenged each other to connect, to relate, to discover what we were all about.

As a group, the members began to see more clearly what they wanted to do for their students and with their students. The skeleton of a four-credit, general-education core course to help students make connections started to take shape.

At this point, the NEH assistance began to impact the five-year plan. The federal grant enabled KVCC to:

* Sustain and expand the scholarly dialogue by inviting recognized scholars and connection-makers to conduct seminars during two summer institutes and colloquia in the academic years following the institutes.

* Create and teach a general-education core course that will help KVCC students make the humanities connection with science and technology.

* Enlist the help of visiting scholars in applying their lessons and wisdom to the development of the core course.

* Re-invite two of the scholars to return during the semester when the core course is taught to observe, meet students and discuss progress with the faculty.

In its current form, the core course -- "The Humanities, Science, and Technology: Making Connections" -- examines how these three disciplines have related to each other from antiquity to present. It demonstrates how world views are shaped, how literature and the arts reflect world views and help shape them, and how world views, including social, cultural, ethical and aesthetic issues, are associated with the way the humanities, science and technology relate to each other.

Aristotle made connections. So did Dante, as did Francis Bacon and Thomas Merton. Each reflects changing world views.

Seeing this is an important part of the educational process. Seeing this makes it possible to grasp the importance of connection-making now, particularly in our cities where so much of our world view today is taking shape, where so many connections are being made or are not being made, all of which places a demand on our imaginations, our meanings and our values.

The core course was designed to lead students from a history of connection-making to the imperative to make connections now -- in our cities, in the way we live, work and relate. Its purpose is to help students better understand:

(1) The nature and significance of the humanities throughout history.

(2) The contemporary significance of the humanities in a world in which science and technology are all-pervasive.

(3) The complex interrelationship of the humanities, science and technology in history and in contemporary society, leading to world views, which in turn challenge values. This all stresses the importance of ethics.

(4) The importance of an ongoing dialogue, reflecting a closer relationship between the humanities, science and technology, in order to develop a world view that responds to the problems and potentials of contemporary society. Thus, the importance of making connections.

Immediately following this synopsis are two documents:

(1) The activities and events that generated NEH assistance.

(2) The latest "project performance report" submitted to the NEH.

CONTENT AND ACTIVITIES

First Year of the Grant

April 1, 1991 - March 31, 1992

Faculty Preparation for the First Summer Institute - April 1991

In preparation for the First Summer Institute and its four week-long seminars, the twenty participating faculty from the humanities, science, and technology will be given the books that will be useful to them for dialogue with each other and with our visiting scholars. In the spirit that inspired our first dialogues in the academic year 1989-90, in anticipation of a successful grant, we will also assign certain books and meet for discussion on four occasions in the academic year 1990-91. We will read and discuss Plato's Protagoras and Aristotle's Nicomachean Ethics. We will use Martha Nussbaum's book The Fragility of Goodness, as our commentary. Eugene Radtke (Resource Librarian and Classicist) will lead the discussion. We will read and discuss Bacon's The Advancement of Learning and his Essays, as well as Darwin's Origin of the Species. Kathryn Smith (Philosophy and Humanities) and Verne Mills (Biology) will lead the discussion. Also, we will read and discuss Merton's The Way of Chuang Tzu. Robert Badra (Philosophy and Humanities) will lead the discussion. Since our first seminar is scheduled in mid-May, our faculty will have several weeks, from April to mid-May, to acquaint themselves with the remaining reading material, and since the fourth seminar will take place in June, faculty may pace their reading accordingly in preparation for each scholar's visit.

First Summer Institute - May and June, 1991

Theme: Plato and Aristotle, Dante, Bacon and Darwin, Chuang Tzu and Merton: Connection Makers Throughout the Centuries

The summer institute will consist of four seminars, each of one week's duration. On Monday of each week the faculty participants will meet to discuss highlights of the books read in preparation for that week's scholar. The scholar will arrive Monday evening and will give Tuesday and Wednesday to lectures and discussion with the faculty. On Thursday the

faculty will discuss with the scholar appropriate applications of what has been learned to the methods and content of the proposed core course. The scholar is free to leave at the end of that day. On Friday, with the leadership of the project director, the participating faculty will meet to write a short paper of lessons learned, objectives clarified, content possibilities explored, all with the goal of enhancing the core course: **The Humanities, Science, and Technology: Making Connections.**

First Seminar Week

Theme: Plato and Aristotle: Connection Makers in Antiquity

Visiting Scholar: Martha C. Nussbaum, David Benedict Professor and Professor of Philosophy and Classics, Brown University; Author of The Fragility of Goodness, Luck and Ethics in Greek Tragedy and Philosophy

In this seminar we will examine the relationship between the humanities, science, and technology in antiquity. It is appropriate to begin with Plato and Aristotle. In many ways Plato was the first educator. He gave his students a demanding program of study that included literature, history, music, mathematics and geometry, and philosophy. They were to be educated, not trained---a sign of a connection maker. As a connection maker, Plato saw geometry as a symbol of his passion: universal truth. Aristotle held the first scientific world view. As a connection maker, Aristotle's passion for knowledge embraced biology, astronomy, ecology, health, emotions, poetry, politics and genes. Aristotle understood that life is "interdisciplinary." Physics, astronomy, meteorology; taxonomy, biology, forensic pathology, and animal psychology;human psychology, epistemology and logic, and esthetics; political science and ethics, even metaphysics; statecraft, drama, literature, and the art of living the good life: all of these contemporary points of human understanding owe a debt of gratitude to Aristotle the connection maker.

In preparation for Professor Nussbaum's visit we will read Plato's Protagoras. Professor Nussbaum will help us to see the ancient antithesis between tuche and techne (art and science) and thus to better appreciate the mythic stories of the saving power of techne, what we call the hope for human progress. We will also read Aristotle's Nicomachean Ethics. Professor Nussbaum will lead us to better grasp what Aristotle meant by the good life, and how fragile

it all is. We will use Professor Nussbaum's book The Fragility of Goodness as our commentary. On Monday of our first seminar week, we will review highlights of our readings for Professor Nussbaum. Eugene Radtke will lead the discussion.

Second Seminar Week

Theme: Dante: Medieval Connection Maker

Visiting Scholar: Tibor Wlassics, William R. Kenan Professor of Italian at the University of Virginia

In this seminar we will examine the relationship between the humanities, science, and technology in the Medieval Period. We will focus on the Florentine poet Dante, whose description of hell in the Inferno as the place where "nothing connects to nothing" underscores our own need to make connections. As Allen Mandelbaum states it, Dante is a drummer. We listen to his drum and he gently but persuasively leads us to ponder the divide between ourselves and the medieval, to see how much more intimate we are with the medieval than with antiquity. The connections are there. Connections that re-awaken the sense of fiction as truth. It's as though Dante knows that one world, the mystical world, is dying and another world, the scientific and technological world we know so well, is struggling to be born, and that the birthing will be long and hard. Knowingly or not, Dante acts as a bridge, a connector if you will, between the world he knew and the world we know. Dante is the summation of the Middle Ages on the brink of the Renaissance. His world view comes through on practically every aspect of Medieval life and stands as a counter-point to world views to come, including our own.

In preparation for Professor Wlassics' visit we will read selections from Dante's Inferno and his Paradiso. On Monday of our second seminar week, we will review highlights of our readings for Professor Wlassics. William Lay will lead the discussion. Professor Wlassics is internationally acclaimed for his work with Dante. We will trust him as he leads us through "a dark wood" through hell to the portals of paradise. Professor Wlassics will surely take us through the theological, psychological, and astronomical disquisitions of Dante without breaking us. We will come through "the wood" as Dante did, and be equally as relieved.

Third Seminar Week

Theme: Bacon and Darwin: Connection Makers, Renaissance & Modern

Visiting Scholar: James Christian, Professor of Philosophy, Rancho Santiago College, Santa Ana, California, author of the text used at our college, An Introduction to the Art of Wondering

In this seminar we will examine the relationship of the humanities, science, and technology from the Renaissance to modern times. We will first focus on the work of Francis Bacon, who represents the transition from a Dantean, mystical world view to a scientific world view. Bacon lived at a turning point in Western thought, and he knew it. Bacon embodied a new pride in the human intellect and its ability to know the world. He set out to abolish the closed knowledge systems of a stagnant tradition. He proposed "a total reconstruction of the sciences, arts and all human knowledge." To do this he would take all knowledge as his province. "The universe is not to be narrowed down to the limits of the Understanding, but the Understanding must be stretched and enlarged to take in the image of the Universe as it is discovered." This is the statement of a connection maker.

We will then focus on the work of Charles Darwin whom Professor Christian refers to as The Grandest Synthesis. As Loren Eiseley said of Darwin, "Such a synthesis represents the scientific mind at its highest point of achievement." But Darwin's gift was *seeing* the relationship of all things. It took an oceanic mind to see what he saw and connect what he connected. He saw that life on earth is a single story, and it is intelligible. Theology did not prevent him from seeing, though some theologians did not want to know what he saw. Thus did Darwin cross a bridge between science and religion, where previously there had been a wall. We are still dealing with Darwin's bridge in science and religion today.

In preparation for Professor Christian's visit, we will read from Bacon's The Advancement of Learning, in which he reclassifies the sciences, and his Essays in which Bacon's human side comes through, showing off his vast learning and his sense of humor. We will also read selections from Darwin's Origin of the Species. Professor Christian will give one day of his visit to Bacon and another to Darwin. Professor Christian will discuss with us the possibility of forming a coherent world view that harmonizes with our experiences and embraces social structures, value systems, codes of behavior, language, legends, hero stories, and myths. He

will relate the possibility of such a world view to the life and work of Francis Bacon and Charles Darwin. On Monday of the third seminar week, we will review our readings for Professor Christian. Kathryn Smith (Philosophy) will lead the discussion.

Fourth Seminar Week

Theme: Chuang Tzu and Thomas Merton: Connection Making East and West

Visiting Scholar: Mary Evelyn Tucker, Professor of Religion, Bucknell University, where she teaches courses in Chinese, Japanese and Indian Religions, and the author of Moral and Spiritual Cultivation in Japanese Neo-Confucianism: The Life and Thought of Kaibara Ekken (1630-1714)

We must not give the illusion that making connections is some special gift reserved to the West. In this seminar, we will lend some balance to the matter. Our medium will be Thomas Merton who embodied in himself a new stage of maturity in the ability to make connections. He began his career as a Christian monk in a Kentucky monastery and ended his life in the Orient making Buddhist connections even as he remained a Christian monk. Every world view we have studied thus far and every connection maker has had to deal with the religious dimension, the dimension of the spirit. Plato certainly felt the pull of the numen. Aristotle tried to bring that numen down to earth. Dante's conception of hell is a summary of medieval theology. By the time Bacon attended Trinity College in 1563, to study Aristotle meant to study theology as developed by Aristotelian deduction. This was probably why Bacon was tempted to throw out the rational baby with the theological bathwater. Thomas Merton represents a new spirit in dialogue and a new way of listening. In his book The Way of Chuang Tzu, Merton interprets a Chinese sage whose teachings struck a responsive chord in this Christian monk. In Merton's approach to Eastern thought he did not so much reach out for contact with other traditions, but rather went so deeply into his own that he could not help discovering the common roots. He made connections. As David Steindl-Rast said of Merton, he dug deeply into the ground on which he stood, and he came out in China. Perhaps we need a humanities respite with Chuang Tzu and Merton in the middle of the contemporary rush of science and technology.

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In preparation for Professor Tucker's visit, we will read Merton's The Way of Chuang Tzu. Chuang Tzu and Thomas Merton, East and West, meet on an inner journey, where the connections lead to growth, to deepening, to creative action, to love. The Chinese word for love is not only an emotional-moral term, it is also a cosmic force. Intimacy and compassion, found in the very structure of the physical universe and of the earth. Professor Tucker will discuss with us the links that join East and West as we make such inner connections: modern science and technology linked to human thought and affection, as well as to art, music, and dance, linked to The Creation of Haydn and the chanting of The Gyuto Monks: Tibetan Tantric Choir, linked to Walt Whitman's Leaves of Grass and The Way of Chuang Tzu. We will also read Professor Tucker's book, The Life and Thought of Kaibara Ekken. Professor Tucker will share with us the lessons of her book in which she discusses the 17th century Japanese scholar whose focus was on the "humanities" and "natural science" as ingredients of the cultivated individual. We will discuss Professor Tucker's book on Monday of our Fourth Seminar Week. Keith Kroll (English) and Harland Fish (Physics) will lead the discussion.

First Academic Year - September, 1991 through April, 1992

During the first academic year we will prepare for the scholars who will come to us during our second summer institute. To prepare for them there will be four opportunities for dialogue. Our participating faculty will read and discuss Bonfire of the Vanities by Tom Wolf, City: Rediscovering the Center by William Whyte and The City by Max Weber. Patricia Baker (English) and Martin Obed (Music and Humanities) will lead the discussion. Also, we will read and discuss Max Weber's The Protestant Ethic and the Spirit of Capitalism. Richard Konieczka (English and Humanities) and Theo Sypris (Economics and Political Science) will lead the discussion. We will read and discuss Reflections on Gender and Science by Evelyn Keller and Uneasy Careers by Abir-Am and Outram. Maryalice Reck (Secretarial Careers) and Helen Palleschi (Nursing) will lead the discussion. Finally, we will read and discuss Akenfield by Ronald Blythe. Gerald Helsley (Automotive Technology) and Verne Mills (Biology) will lead the discussion.

Also, during the first academic year, we will again invite one of our first institute scholars to return to meet with students and further discuss the design of the core course with our

participating faculty. During the Fall Semester of this academic year we will invite Mary Evelyn Tucker who will serve as an excellent resource person for the faculty at large. Professor Tucker will discuss with us her experiences as the student of the distinguished Fordham Professor, Thomas Berry, author of The Dream of the Earth. Thomas Berry is a connection maker who calls for the imaginative power, the intellectual insight, and the spiritual quality of the scientific vision. His blueprint for the American College is a challenging one, hotly debated in many academic circles. This will be an excellent mid-semester oasis for our faculty and an opportunity for many of our students to meet our scholar. In preparation for her visit, participating faculty will have the opportunity to read Thomas Berry's The Dream of the Earth. We will discuss Berry's book during Professor Tucker's return visit. Professor Tucker will lead the discussion.

During the Winter Semester of this academic year we will invite Thomas C. Wiegele, Director of the Center for Biopolitical Research and the Program for Biosocial Research, and Professor of Political Science at Northern Illinois University. Professor Wiegele is convinced of the need to respond to the human dimension in the sciences and technology, a task he is convinced must engage the humanities. Professor Wiegele too will be an excellent resource person for our faculty and an engaging visitor for our students. In preparation for his visit faculty will have the opportunity to read Biophilia by Edward Osborne Wilson. We will discuss Wilson's book during Professor Wiegele's visit. Wiegele will lead the discussion. Wilson writes that the perplexities of human behavior can be understood within the context of our biological history and its connection with the rest of the Earth's species. It is a book with both poetic and scientific appeal. Professor Wiegele will discuss the impact of biology on political science, how biotechnology will alter work done in many fields of science and technology, and how this will affect human values. The need for responding to the human dimension in the sciences and technology becomes imperative here, certainly a task involving the humanities.

We are convinced that classroom visits by our guest scholars during the academic year will serve as an excellent tool for gaining student interest in the upcoming core course: **The Humanities, Science, and Technology: Making Connections.**

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Second Year of the Grant
April 1, 1992 - March 31, 1993

Faculty Preparation for the Second Summer Institute - April 1992

As noted above, faculty preparation for the second summer institute began during the previous academic year. Participating faculty met to read and discuss books pertinent to this institute. The weeks before the first seminar in mid-May will be an opportunity to review books already discussed and to read some of the books not yet discussed. Again, faculty may pace themselves as they prepare since the fourth seminar will be in mid-June.

Second Summer Institute - May and June, 1992
Theme: The City: Where Connections Are Made

Once again, the summer institute will consist of four seminars, each of one week's duration. Monday will be given to discussion based on the books read for that week's scholar, on Tuesday and Wednesday the visiting scholar will lecture and facilitate discussion, on Thursday the faculty will discuss with the scholar lessons applicable to the teaching of the core course, and on Friday the faculty will meet to write a summary paper of lessons learned, objectives clarified, and applications made for the teaching of the core course.

The theme of The City as the place where connections are made flows quite naturally from our time and place: Kalamazoo, Michigan in 1990. Kalamazoo Valley Community College is a large urban college despite its suburban setting in a large metropolitan area. The College is in the process of constructing a second campus in the center of the city that is an essential component in a large urban renewal project called Arcadia Commons.

With five institutions of higher learning, several museums, theater companies, a well received symphony orchestra, and many published authors, acclaimed artists and musicians, we can humbly refer to Kalamazoo as a place of culture where the humanities flourish. With a pharmaceutical company, clinical research at two large hospitals right on the cutting edge of the health sciences, science is practiced here at a high level of application. There is much scientific theory and practice in our academic institutions. With the pronounced presence of

the automobile industry, the paper, plastics and robotics industries and others, technology also flourishes here.

We also have our social and economic problems, our blighted neighborhoods, our drug-related tragedies. It is also a city that takes time for leisure and a city that takes pride in the education of its children. As any other city, Kalamazoo is nature, spirit, woman and man, society, architecture from houses to factories to cathedrals, and an infrastructure that keeps the city functioning, connecting its parts. A city is the most obvious place where the humanities, science, and technology meet, where connections can be made. As nowhere else, urban life is where human life finds or loses its meanings. For such reasons we have chosen our theme.

First Seminar Week

Theme: The City: The Spiritual Connection

Visiting Scholar: Harold Morowitz, Professor of Molecular Biophysics and Biochemistry at Fairfax University, Author of Cosmic Joy and Local Pain, Musings of a Mystic Scientist

By *spiritual* is meant not only the religious connection but the intellectual and aesthetic connection as well. Intellectual and religious life have their roots in the cities. Mention any of the great cities of the world and you conjure up great thinkers, great libraries, great universities, great religious leaders and movements. Yes, you also conjure up the rush, the pressure, the grime and dirt, the drugs and crime, the greed, the racial and class tension, the fragmentation, the alienation that seem inimical to the life of the spirit. Tom Wolfe spoke to these realities in Bonfire of the Vanities.

William Whyte, in his recent witty and hopeful book City: Rediscovering the Center, refers to the *people* in cities, their need and desire to be together, their nonchalant defiance of plans in the following of their humanly gregarious instincts, in their search for sunlight and beauty. all of this reminds one of the classic work of Max Weber, The City, in which he saw the city as a balanced, self-restoring system of institutions that has played a basic role in the development of Western civilization. In the last chapter of his book, Whyte asks of the city, "Will the center hold?" In speaking of the spiritual connection the center can mean many things, including the spiritual dimension. Will the center hold for the spiritual connection in

the city? In preparation for this institute our participating faculty will read and discuss the books by Wolfe, Whyte, and Weber.

In preparation for Professor Morowitz's visit, faculty will have already read and discussed Disturbing the Universe by Freeman Dyson. We will also read and discuss selections from The Logic of the Sciences and the Humanities by F.S.C. Northrop, Morowitz's teacher. We will also read Professor Morowitz's book, Cosmic Joy and Local Pain, Musings of a Mystic Scientist. We will discuss Northrop's book on Monday of the First Seminar Week. Harland Fish (Physics) and Darrell Davies (Biology) will lead the discussion. Professor Morowitz himself will take us through the lessons of his book during his stay with us. Inspired by the ideas of Benedict Spinoza, Gautauma Buddha, Henry Thoreau, and the philosophers of evolution, Professor Morowitz will guide us through what should be considered common knowledge about the earth, the skies, the oceans, and living organisms. As a connection maker, Professor Morowitz will underscore the interrelatedness of all things, at which point he will show us how he found the God of Spinoza in the tao of science. He will show us how the objective world of research might point to a design in a universe that seemed to have anticipated our arrival, but perhaps in a more surprising way than that to which we are accustomed. Since values and ethics will underscore this second half of our proposal, it will come as no surprise, considering the name of his book, that Professor Morowitz will conclude that ethics consists of good works to alleviate pain. How he arrives at this will be part of the pleasure of Professor Morowitz's lectures and will surely enlarge upon our sense of the word spirit.

Second Seminar Week

Theme: The City: The Work Connection

Visiting Scholar: Robert Sessions, Professor of Philosophy, Kirkwood Community College, Cedar Rapids, Iowa, Author of Working in America: A Humanities Reader to be published by Notre Dame Press in 1991

In the late 20th century, the word *work* signifies more than any other word the place where science and technology meet. Most of us cannot get to work without cars or a technological infrastructure to help us get there. For most of us, the computer hovers nearby

no matter where we work. The health sciences are pressing us to take better care of ourselves so that we may work better and longer. But where do the humanities fit in? As our visiting scholar will tell us, everywhere! Increasingly, we are less satisfied with work that leads only to a paycheck. Increasingly, there are other rewards expected.

Since most of our students work, they will identify here. Most, if not all, of our students are in college because they have some idea of the kind of work they would rather do someday. Work is a common factor in all our lives. But few of us have taken the time to wonder about it. First, to wonder about what our own experience teaches us, that work shapes every dimension of our lives, that work can either alienate or enhance us. Secondly, to look back, which few have the opportunity to do, and see what historic factors helped to shape the meaning of work. To see, for example, that creating an individualistic society does not necessarily produce healthy individuals.

Professor Sessions will help us explore what Locke and Hegel have to say about work, and particularly what Hegel really says about independence and community (self and others). Thirdly, Professor Sessions will lead us to imagine what work can mean, a sense of the future of work that seems to follow from the way workers today want to define work: as work that enhances their lives more than just materially, work that enhances themselves. Professor Sessions is convinced that our educational system is our model. For example, we are not threats to each other. We are colleagues.

For Professor Sessions we will read from Locke's The Second Treatise of Government-of the State of Nature and Hegel's The Phenomenology of Spirit. We will also read "Bartleby the Scrivener" by Herman Melville, a story that evokes profound uneasiness about work and about life and death, and Max Weber's classic, The Protestant Ethic and the Spirit of Capitalism, a book that still contributes greatly to debates on capitalism, economics, and the future of contemporary industrial culture. We will discuss Locke, Hegel and Melville on the Monday of the Second Seminar Week. Robert Badra (Philosophy and Humanities) will be our discussion leader. Our goal is to become sensitized to some crucial human dimensions of work if we are to study the past and imagine the future of work.

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Third Seminar Week

Theme: The City: The Gender Connection

Visiting Scholars: Judith Zinsser of the United Nations International School in New York and Bonnie Anderson of Brooklyn College, City University of New York, co-authors of A History of Their Own: Women in Europe from Prehistory to the Present, Volumes I and II, Harper and Row, 1988

As our visiting scholars state it in the first volume of their work, in medieval society the townswomen may have lived well if their husbands were wealthy. Wealth also brought responsibility, mainly to their households, their families' lands, and sometimes their husbands' businesses. However, this consumed their time and energies. Women rarely acted for themselves, or on their own behalf. They accepted the role of willing helpmate that the male writers of medieval society popularized. This last is a telling sentence.

It is difficult to ignore the importance of how we view gender in our scientific and technological society. Nothing less than the meaning of lives is at stake here, a meaning historically given to women by men. We are not entirely out of the middle ages yet. But we have come far enough to say that going back would cost us dearly. It is true that women can feel free to act for themselves, or on their own behalf, today. But prices are being paid by both men and women. Thousands of therapists and support groups attest to this harsh reality. The question of what can be done about it is a humanities question. One feels a slight tinge of pain in reading the dedication in Uneasy Careers and Intimate Lives by Pnina G. Abir-Am and Dorinda Outram. It reads: Dedicated to our children, Estee and Ben. May you have an equal opportunity to pursue "easy careers" while finding happiness in your intimate lives. Unless an attempt is made by both men and women to anguish together over this difficult humanities question, city life with all of its scientific and technological innovations will become quite unbearable for ourselves and for our children.

For professors Zinsser and Anderson we will read Not in God's Image by Julia O'Faolain, a history of women in Europe from the Greeks to the 19th century. We will discuss O'Faolain's book on Monday of the Third Seminar Week. William Lay (English) will lead the discussion. We will also read Reflections on Gender and Science by Evelyn Fox Keller. In her book, filled with literary and philosophic references, Keller asks some hard questions: Why

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are objectivity and reason characterized as male and subjectivity and feeling as female? How does this characterization affect the goals and methods of scientific inquiry? Is a gender-free science possible? We can carry this over and ask: Is a gender-free technology possible? Can urban life be gender-free? Including urban spiritual life and work life? These are humanities questions. Indeed, these are questions for connection makers: to see the connections and know what to do about them. At one time, the humanities were not gender-free, particularly as expressed in literature. The medieval world view supported this. Ours is a time of tension and of possibilities. Aeschylus in antiquity must have sensed such tensions when he wrote Orestia: Agamemnon, The Libation-Bearers and The Eumenides. We will also discuss Orestia on Monday of the Third Seminar Week. Kathyryn Smith (Philosophy and Humanities) will lead the discussion. The Orestia can be interpreted to represent the clash between matriarchal and patriarchal societies. We will read and reflect upon Aeschylus as we look upon ourselves. Finally, we will read Uneasy Careers and Intimate Lives, women in science from 1789-1979, by Pnina G. Abir-Am and Dorinda Outram. As "humanities" people, such reading can sensitize us toward a gender-free humanities and help bring us closer to gender-free cities in a gender-free society. Evelyn Keller's questions come home.

Fourth Seminar Week

Theme: The City: The Ethics Connection

Visiting Scholar: Robert E. McGinn, Professor of Industrial Engineering and Engineering Management, and of Values, Technology, Science, and Society at Stanford University, Author of Science, Technology, and Society: An Introduction to the Field forthcoming from Prentice-Hall in 1990

Robert McGinn is a connection maker: he is a mathematician who minored in engineering and physics, and whose doctoral degree in philosophy was conferred as "Ph.D. in Philosophy and Humanities" for fulfilling the doctoral requirements of the Department of Philosophy and those of the Graduate Department in Humanities, at Stanford, where he studied the Western tradition from classical antiquity to the 20th century.

Professor McGinn has coined a formula "Technology to the Max" practiced under the auspices of what is right as traditionally understood and exercised by increasing numbers of

people dilutes the quality of life. Professor McGinn is convinced that we have anachronistic concepts of right and that we must adapt a larger sense. Call it consciousness raising. He feels that we must resist compartmentalization of leisure, work, family, self-esteem, physical needs and the need to relate to each other. Obviously, a question of values arises. Professor McGinn is convinced that the humanities, science, and technology can help society clarify values for itself. He sees societies moving through three stages: (1) Traditional Static Society with a singular traditional culture; (2) Pluralist Modern Culture which he calls the Faustian stage, exhausting all possibilities, which may account for the growth of fundamentalism; (3) Discriminating Sentinel Culture where many points of view actually lead to a core of values. He asks, will such a culture arise in time? He feels that a return to stage (1) would be romantic and Hegelian. We must keep something from stage (1) and something from stage (2) to make stage (3) possible.

According to Stanford's Values, Technology, Science, and Society (VTSS) Program, it is no longer tolerable that education should concern itself with one or the other of C.P. Snow's two cultures. Having said this, we come full circle because for Professor McGinn we have already read and discussed Goethe's Faust and Snow's Two Cultures. It is as though we had anticipated McGinn from the start. We have also read and discussed Boorstin's The Americans: The Democratic Experience. We will also read and discuss Akenfield by Ronald Blythe, a look back at pre-industrial society in a truly haunting manner, as though the people of that English village were talking directly to us. Professor McGinn will not only give us his views as outlined above, he will also bring us a short course on aesthetics as related to science and technology as visualized in a slide presentation. On Monday of our Fourth Seminar Week we will review highlights of the materials we have already read and discussed in preparation for Professor McGinn. David Dobbs (Drafting) will lead the discussion.

Second Academic Year - September, 1992 through April 1993

During the Fall Semester of the academic year following our Second Summer Institute we will concentrate all our efforts into designing the core course: **The Humanities, Science, and Technology: Making Connections**. All faculty participants will help in the selection of

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methods, content, and texts whether or not they will actually teach the course. We will meet at least every other week, on Friday afternoons, in a retreat context.

We will teach the new core course for the first time in the Winter/Spring Semester of the academic year 1992-93. Teachers of the course will be chosen by self-selection early in the previous semester. The course will be taught by a humanist, a scientist, and a technologist. During this time we will invite two of our summer institute scholars to return, visit our classes and act as resource people for the faculty teaching the course.

At the conclusion of the semester in which the new core course is offered, Betty Chang, Dean of General Studies, will formally recommend to the College Curriculum Committee that the new humanities course be incorporated into the general education requirements for the Associate of Applied Science (AAS) degree in 1993-1994, the final year of our five-year plan.

In addition to creating the core course, all participants in this project will transmit the study and learning of the past two years into the courses they teach. Evelyn Edson, Professor of History and National Endowment for the Humanities Project Director at Piedmont Virginia Community College, will visit our campus and serve as a consultant for designing the core course. In addition, all faculty participants will present to Dr. Edson their plans for infusing their learning into the courses they teach.

The college administration is committed to implementing the core course as a requirement for the Associate of Applied Science degree. The new core course will strengthen the interdisciplinary offerings in the Associate of Arts degree and the Associate of Science degree as well.

Kalamazoo Valley Community College

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Interim Performance Report
4-1-91 to 3-31-92
Kalamazoo Valley Community College
NEH Grant
The Humanities, Science and Technology: Making Connections
Robert Badra, Project Director

Having a sense that a poetic summary will accomplish the task at least as well if not better than an elaborate report, I would like to briefly compare what we had committed ourselves to do and what we have actually accomplished.

We had committed ourselves in our proposal to the NEH (1) to prepare ourselves for and to involve ourselves in a four week Summer Institute with the leadership of four distinguished visiting scholars; (2) to prepare for our Second Summer Institute with the reading and discussion of carefully chosen books under the leadership of several of our colleagues; (3) to invite two visiting scholars to come to us during the academic year, one from our First Institute and another who would be new to us. It was also anticipated that these last two visitors would drop in on some of our classes to meet students.

We accomplished our goals in all but three minor differences: (1) we had to replace one of our Institute scholars when Martha Nussbaum could not join us; (2) since none of our Institute scholars were free to return to us, we invited a new scholar from Bucknell University, John Grimm, husband of scholar Mary Evelyn Tucker, and since our second invited scholar had unfortunately died, we invited another scholar whom you know, John Seabrook, to take his place; (3) finally, it was not practical for our scholars coming to us during the academic year to visit classes. Since we met with our scholars on Fridays, none of our classes were in session. However, we did open each of their visits to a public lecture preceding their time with the participants in our project.

Apart from these minor differences, we see ourselves as accomplishing our goals with a great deal of pride and pizzazz. Our outcomes have not come and gone as so many experiences do, becoming settlers in our memories. Our outcomes are moving us on to solid goals which will help us and our students shape the future.

Goal Number One: We prepared ourselves for and involved ourselves in a four week Summer Institute. Although the 19 participants and the Project Director had met from time to time during the previous academic year to discuss several books together, the short amount of time preceding our First Institute precluded any formal time to discuss. However, we were given ample readings by our scholars previous to their visits and it can be said that our group of 20 responded heroically to the abundant material given to them and read well. We were truly prepared for our scholars.

(1) First Week of the Institute, May 20-24, 1991. Our first scholar was Wade Robison, Visiting Professor of Applied Ethics at Rochester Institute. With the help of selected readings from Descartes and Hume, as well as Sir Robert Boyle and Defoe, Wade engaged us in a dialogue that hooked us temporarily in Descarte's world, neither fully medieval nor yet scientific, and while our fingers clawed at the walls of a disappearing world, Wade gently led us into David Hume and a world of another kind. From this first week of our institute we have seen the importance of being self-reflective, the value of intellectual fermentation, and the great worth of the dialogue we have begun.

(2) Second Week of the Institute, May 27-31, 1991. Our second scholar was Tibor Wlassics, Dante scholar from the University of Virginia. We had all prepared ourselves by reading the Inferno plus a multitude of handouts Tibor had given us on the delicacies of the Inferno. Tibor really hit home on the sciences and technology in Dante. If any of us had felt that Dante belonged to the humanities alone, we soon saw differently. We are still pondering Tibor's inferences: Dante the Naturalist in Hell; Dante the Psychologist, the Infernal Shrink; Dante's Eyes, the Cameraman in Hell. None of us felt left out. Further, we were enthralled. By the end of the week, we had a better handle on good teaching, the value of storytelling, the role of ambiguity in any discipline and in life, and yes, we appreciated Dante. This week, our group jelled.

(3) Third Week of the Institute, June 3-7, 1991. Our third scholar was Mary Evelyn Tucker from Bucknell University. This was the week that we came to "possess" our materials, that is to say, they came to life for us. What is remarkable is that we came to possess the material Mary Evelyn brought to us, Confucian and other Asian texts, which we read aloud, sentence by sentence, until we came to see that such texts are truly accessible. We then discussed the life and contributions of the Japanese humanist and scientist Kaibara Ekken(1630-1714), whom we came to appreciate as a connection-maker in the Orient, in another century, in whom the humanities and the sciences worked together to understand the world. To paraphrase a colleague, our level of awareness concerning our own potential as connection-makers jumped exponentially from her thinking and our thinking on the Asian texts.

(4) Fourth Week of the Institute, June 10-14, 1991. Our fourth scholar was James Christian of Rancho Santiago College. He is the author of the philosophy text used in our Intro to Philosophy courses. After reading several chapters from his soon-to-be-published book on the great philosophers of history, which for us included Socrates, Marcus Aurelius, Epicurus, Bacon, Darwin, Bergson and Merton, no small task, we were challenged by James Christian to conduct a dialogue on each of these thinkers. We will never forget the 90 minute conversation we held forth on Socrates. At first, when we were asked if we would want Socrates to be our attorney or our friend, there was stunned silence. I thought, is he kidding? I, for one, will never forget the 90 minute conversation that followed. We had done our homework, and it showed. And so it

went for the rest of the week. What transpired was heady, probably rare, and certainly remarkable.

In summary, our First Summer Institute was a peak experience, a joyful experience, one that filled a gap.

Goal Number Two: There were three faculty lead discussions based on the books we were reading in anticipation of our Second Summer Institute. Each of our discussions generated an excellent dialogue, and demonstrated again and again the scholarship and knowledgeabilty of our colleagues.

On the 25th of October 1991, our colleagues Pat Baker, Martin Obed and John Holmes led us in a discussion of Tom Wolfe's Bonfire of the Vanities, William White's City: Rediscovering the Center, and Max Weber's The City.

On the 6th of December 1991, our colleagues Rich Konieczka and Theo Sypris led us in a discussion of Max Weber's The Protestant Ethic and the Spirit of Capitalism.

On the 31st of January 1992, our colleagues Helen Palleschi and Verne Mills led us in a discussion of Evelyn Keller's Reflections on Gender and Science and Abir-Am and Outram's Uneasy Careers.

Goal Number Three: Our visiting scholars for the academic year 1991-92 were John Grimm of Bucknell University and John Seabrook, editor of the Community College Humanities Review.

In the Fall Semester John Grimm came to us and truly inspired us with his knowledge of the American Indian experience and its wisdom. John is an expert in the field and by the end of his visit we had a good sense of the American Indian worldview. His public presentation consisted of a slide presentation with commentary on his experiences with the sun dance ritual as an initiated member of a tribe in the Northwest. His conversations with our participants helped us to grasp the place of the American Indian worldview in our contemporary ecological context.

Since each of our visiting scholars in our First Summer Institute left impressed with our own sense of scholarship, or at least they expressed that sense to us, telling us that they considered us to be scholarly, John Seabrook's visit in the Winter Semester was perfectly timed. In his public session, which I am pleased to tell you our President attended, John drove home his lesson that scholarship and the community college mission are not at odds. Privately, with our participants, we were challenged and encouraged to express our scholarship in the Community College Humanities Review. He left us with a heightened awareness of our potential.

Dissemination of Information: Finally, I am pleased to inform you that our commitment to disseminate information was met in several timely ways. (1) As mentor to three colleges in the Mid-west participating in the AACJC-NEH Advancing the Humanities initiative,

I was given the opportunity to spread the word of what we are doing in a manner that added several excellent links to the growing humanities network. (2) In the last edition of the AACJC newsletter I was pleased to have a story published describing the Advancing the Humanities initiative at our college with the help of our NEH grant. (3) I was a presentor at the National Conference of the Community College Humanities Association in San Francisco in November of 1991. (4) And though not directly related to our project, I am pleased that my review of the textbook by Robert Sessions and Jack Wortman, Working in America, appeared in the latest issue of the Community College Humanities Review. I mention this because we have been invited to submit an article to the Review concerning our NEH supported project.

We are proud of what we have accomplished in the first year of our NEH grant, and we trust that our accomplishments will soon give the NEH many reasons to be proud of us.

Sincerely,

Robert Badra
NEH Project Director
The Humanities, Science and Technology: Making Connections
Kalamazoo Valley Community College
Interim Report Submitted in June of 1992